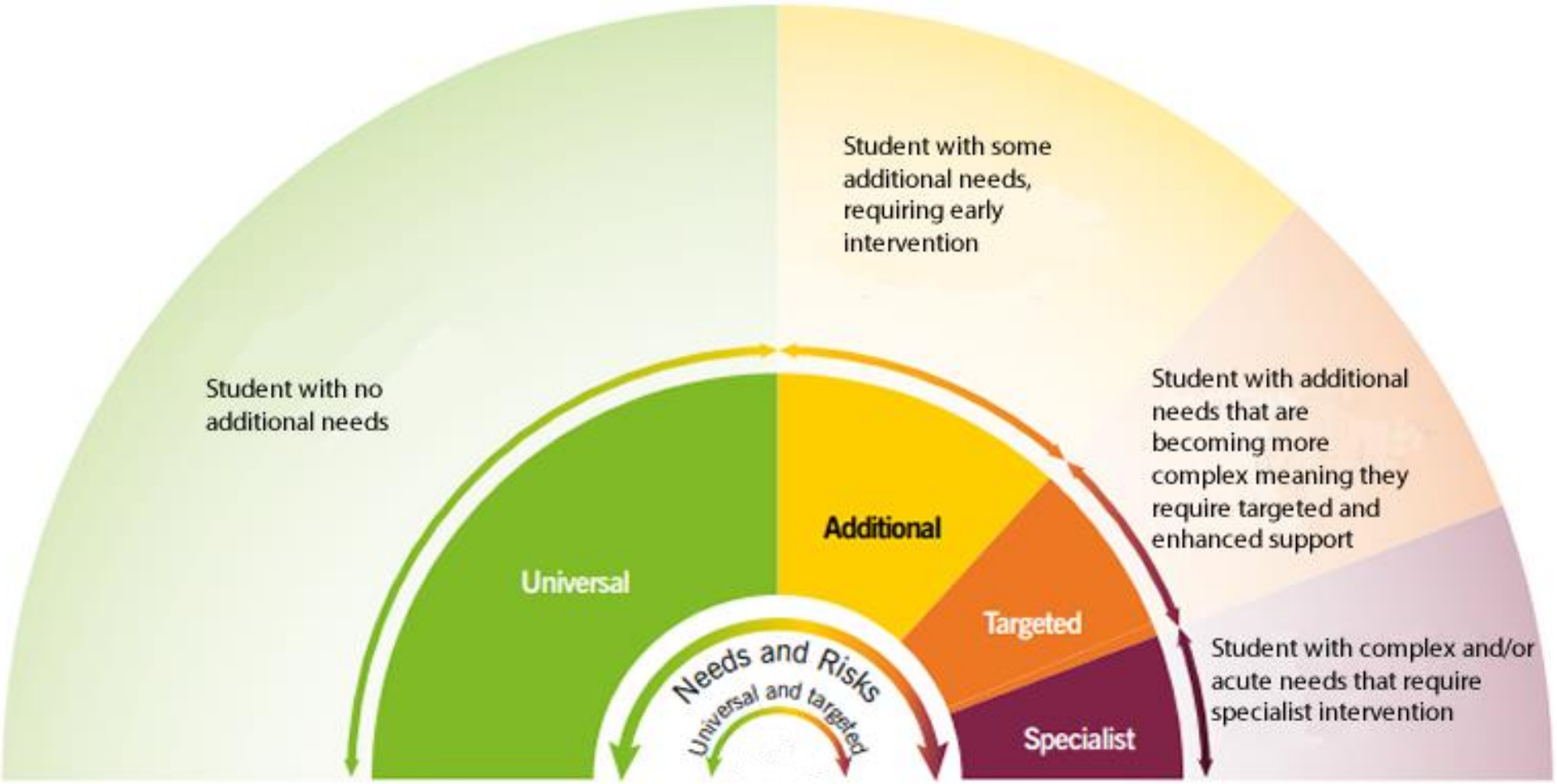
Continuum of Support for Behaviour, Emotional and Educational Well-Being

Must be read alongside THE THRESHOLDS FOR ACCESS TO SERVICES FOR CHILDREN AND FAMILIES IN LEICESTER, LEICESTERSHIRE & RUTLAND

DRAFT NOVEMBER 2020 – STILL BEING FINALISED



	Student with no additional needs (UNIVERSAL)	Student with some additional needs, requiring early intervention (ADDITIONAL)	Student with additional needs that are becoming more complex meaning they require targeted and enhanced support (TARGETED)	Student with complex and/or acute needs that require acute intervention (SPECIALIST)
Exhibiting Factors	• Responds to policies and procedures • Making academic progress • Attendance =>95% • The student is healthy and well • The student can cope with the challenges they face • The student can form positive relationships with adult and peers • The student can manage their emotions with the challenges they face • Parents/Carers are supportive of the school • Parents/carers are engaged with the school	• Responds to policies and procedures inconsistently • Not on track to meet age related/ academic targets • Learning difficulties may be specific to one aspect of learning • Behaviour sometimes prevents themselves and peers learning • Attendance 90 – 95% • The student has received a number of sanctions, detentions after school • At times the student finds it difficult to manage their emotions with the challenges they face • At times the student demonstrates anxieties about difficult situations • At times the student comes into conflict with their peers • At times the student comes into conflict with adults • At times the student appears to be self-contained and struggles with interaction with peers and or adults. • The student is healthy and well most of the time • The student suddenly appears unkempt outside of normal expectations.	• Rarely responds to policies and procedures • Not on track to meet age related/ academic targets and falling significantly behind peers • Difficulties with pace of curriculum delivery and retention of knowledge in all subjects. • Behaviour commonly prevents themselves and peers learning • Attendance 85-90% • The student has received a significant number of detentions, and some isolation room sanctions, and Fixed Term Exclusions • The student has a diagnosed health condition • The student is a bully or is being bullied • The student cannot manage their emotions with the challenges they face • The student struggles to manage anxieties which impacts their ability to function in school. • The student finds it difficult to form positive relationships with adults and/or their peers	• Does not respond to policies and procedures • Not making any academic progress and significantly behind their peers • Graduated response has been ineffective (at least 1 cycle of APDO) • Profound, complex lifelong learning difficulties have been identified that require specialised provision not available on site. • Behaviour consistently prevents themselves and peers learning • Attendance <85% • At risk of permanent exclusion • Student has an acute diagnosed health condition • The students personal care/daily living skills are severely lacking. • Bully or being bullied • Requires more than one layer of support to manage their emotions • Is unable to form and maintain positive relationships with adults/peers • Levels of anxiety prevent the student from attending lessons and is severely affecting their daily life. • Absconds from home

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		• The student sometimes displays challenging behaviour at home
		• The student sometimes displays challenging behaviour in the community
		  ○ Parental engagement is sometimes difficult
			• The student displays challenging behaviour at home
			• The student displays challenging behaviour in the community
			  ○ Parental engagement and support of the school is not consistent and often difficult.
				• Violent behaviour at home
				• Anti-social/criminal behaviour in the community
				  ○ Parental support is non-existent and is a cause for concern

ACTIONS	• Student will be able to access the school's curriculum, respond to care & guidance, enrichment and have no additional need.	• Teacher/HOD interventions (teaching strategies, parental involvement, catch-up) • Tutor intervention (parental involvement, target setting, report) • Refer to Care and Guidance • Gather more information • Complete SDQ • Identify Lead Professional in school • Refer to Triage & Navigation • SEND learning assessments (if appropriate)	• AS ADDITIONAL, PLUS…. • Refer to Apollo Care and Guidance • Complete Boxhall • Complete additional SEN assessments • Complete statutory assessment for an Educational Health and Care Plan (EHCP) • Liaison with parents • Complete an Individual Health and Care Plan (IHCP) • Complete a Mental Health Assessment • Refer to Inclusion Forum for early help advice • Counselling • Small group work • 1:1 Intervention • Personalised curriculum • Complete Risk Assessments • Refer to Attendance Improvement Officer	• AS TARGETED, PLUS…. • Refer to Inclusion Forum for Alternative Provision • Statutory assessments • Mental Health Assessments • Refer to Joint Action Group • Team Around the Family

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